DOCUMENT RESUME

ED 336 209 PS 019 973

AUTHOR Kimery, Sharon
TITLE Getting Started in the Child Care Business.
INSTITUTION Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.; Envirotech Operating Services, San Mateo, CA.
PUB DATE 89
NOTE 52p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Day Care Centers; *Facility Requirements; Learning Centers (Classroom); *Money Management; Parent Participation; *Personnel Selection; Playgrounds; *Program Development; *Small Businesses
IDENTIFIERS *Day Care Licensing; Floor Plans

ABSTRACT

This pamphlet discusses questions to consider when planning a child care facility. Topics discussed include licensing, financial management, written policies on facility operation, recordkeeping, insurance, the physical nature of the facility, program planning, scheduling of daily activities, personnel selection, staff development, parent involvement, and advertising. Items to consider when planning an indoor learning environment are listed, and the various learning centers into which the indoor activity area is divided are described. Necessary preschool program equipment is itemized, a sample floor plan of an indoor facility is included and four types of play that should be provided for in an outdoor learning environment are discussed. An itemization of necessary outdoor play equipment, a sample price list for the equipment, a sample ground plan of an outdoor play area, and a playground maintenance checklist are provided. Eight contacts for resources, and 18 resources, are listed. A sample weekly lesson plan is appended. (BC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

AR89CQ03

Getting Started in the Child Care Business

PS 019973

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
D.S. Walz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Getting Started in the Child Care Business

Developed Under the Direction of

the Vocational and Technical Education Division of
the Arkansas Department of Education
and
the Division of Children and Family Services of
the Arkansas Department of Human Services

by
Sharon Kimery
Home Economics Instructor
Delight High School
Delight, Arkansas
Fall 1989

Getting Started

We're delighted that you want to become a child care provider in Arkansas. There is a crying need for quality child care centers and family day care homes for preschool and school-age children in many areas of our state. In rural Arkansas, many families often have a difficult time finding good child care. You can be a great help in meeting the needs of these families. If you are considering opening a child care center, ask yourself these questions:

- Does this community really need another child care program? Should I conduct a survey of the community to determine if there is a need?
- What type of child care is needed in my community? Programs for school-age children? Infants? Toddlers?
- What are the actual costs of establishing a program? Will I have the financial resources available?
- Where can I go to get financial assistance?
- Will it be possible for me to contribute the number of

hours necessary to operate this program?

- Do I have experience or training required to provide children with a quality program?

The purpose of this publication is to help you get started, to answer questions you may have and to give you information to consider in making your decision. Providing quality and developmentally appropriate child care can be a rewarding experience. We are pleased that you are considering becoming a child care provider.

Licensing

Meet with a child care licensing specialist early in the planning process and get a copy of the current licensing manual. You may reach a licensing specialist by contacting your county Department of Human Services office or by calling the state office of child care licensing at 682-8590. The manual includes those items necessary to obtain a license. The licensing regulations are designed with the safety and well-being of children in mind. Following the regulations will make it possible to have a safe, stimulating environment for young children.

Q. Who should be licensed?

A. By state law, any situation where six or more children (from more than one family) are being cared for requires a license.

Q. What regulations are important?

A. All the regulations are important! However, the following six areas directly relate to the immediate health, safety and welfare of children and must be met at all times!

1. Staff/Child Ratio
2. State Fire Codes
3. State Health Codes
4. Nutritional Standards
5. Safety Standards
6. Space per Child Standards

Q. What is the difference between a child care center and a day care family home?

A. Child care centers bring groups of children and staff together at a facility outside of the home setting. Day care family providers offer care in their own homes.

Q. When do I need to apply for a license?

A. Before you begin caring for children. Licensing protects you from being in an illegal situation and allows time for you and the licensing specialist to go through the regulations together, as well as determine the type of program you want, the best use of space and what materials you need.

Q. How may a license be obtained?

A. A licensing specialist will visit you to discuss your plans, provide you with a copy of the appropriate regulations and an application for license. The following steps outline the licensing procedures.
   1. The application and a plan of operation including the purpose of the facility, policies of admission, a list of staff and their qualifications and a description of services to be provided are submitted to the Division of Children and Family Services.
   2. The facility is inspected and approved by the licensing specialist before a license may be issued by the Child Care Facility Review Board.
   3. The license is renewed one year from the date of issuance and each year thereafter.

Q. Why is licensing necessary?

A. Licensing is necessary for a variety of reasons:
   1. To be in compliance with legal requirements.
   2. To ensure protection of children while in care.
   3. To ensure protection of caregiver.
   4. To prevent continued operation of substandard facilities.
   5. To improve quality of child care through regulation, technical assistance and consultation.
   6. To provide the special privilege of membership to the Arkansas Child Care Resource Center. This resource offers a wide variety of program materials and training opportunities.

Q. Are there other contacts that should be made?

A. The following should be contacted:
   1. Local Fire Inspector
   2. Local Health and Safety Inspector
   3. City Government
      a. Zoning Laws
      b. Occupational Taxes
      c. Building Inspection

Financial Management

A very important, yet often overlooked, consideration for many first-time child care center owners is financial management. A child care center should be treated as any other small business venture. It takes good business management skills to succeed. There are many ways to gain management skills before owning a business. One option would be to manage a successful business owned by another individual or group before venturing out on your own. Other options include taking classes at local colleges, vocational-technical or business schools or hiring consultants. The Small Business Administration is also a good source of information.

Every new program will require start-up funds for expenses that are necessary at the beginning of the program. These expenses include purchasing, renting and/or renovation of a facility; equipment and supplies; staff orientation; licensing fees; insurance; advertising; utility connection charges and salaries for the planning stages and first few weeks of operation. Donations from staff, parents and the community can help to equip the program. Later, when money is available, new equipment may be purchased. Identifying alternate sources of funding can do much to enhance a program without straining the budget. Start-up funds are often available through school or community organizations and government agencies. The local licensing specialist may be able to provide information regarding sources of funds.

The operating budget should include rent and utilities, salaries, food expenses, custodial service, supplies, insurance and transportation, if transportation is to be provided. Variations in the operating budget may be caused by the need for unexpected repairs, increase of utility costs or the absence of a staff member.

Costs and sources of income must be carefully worked out in the budget. Consider that salaries for classroom staff make up about half of the total budget of a child care

program, with the other costs being supplies, equipment, building costs and administration fees. A simple formula to figure this would be:

Salary of 1 teacher (annual) / Number of children/staff x 2 = cost/child/year

Therefore, a center that pays teachers $10,000 to be responsible for ten children needs an income of $2,000 per child per year.

Annual Budget Worksheet

Income

Enrollment and materials fee (Fee x number of children)

Tuition fees

- Number of children full time x weekly fee x weeks in care
- Number of children part time x weekly fee x weeks in care

Community Donations

Government Funds

Private Donations

• Do not anticipate 100% occupancy at opening. When licensed for 20 children, a good estimate for planning might be to plan for 10 children for the full year and five children for half the year. Maximum enrollment may not be reached for a year or more. Child care facilities in non-metropolitan areas of Arkansas are currently charging an average of thirty-five dollars a week for child care.

Start-Up Budget
Expenses

Personnel (prior to opening) _____

Occupancy
- Downpayment or purchase of building _____
- Repairs and/or remodeling _____
- Security deposit _____
- Deposit for utilities _____

Equipment
- Office _____
- Program _____
- Installation fees _____

Supplies
- Program _____
- Office _____
- Housekeeping _____
- Food service _____

Miscellaneous
- Advertising _____
- Food (Ist month) _____
- Legal and professional fees _____
- Licenses _____

Total _____

Start-Up Budget

Expenses •

	Sample
Personnel (prior to opening)	$1,350.00
Occupancy	
Downpayment or purchase of building	4,500.00
Repairs and/or remodeling	1,000.00
Security deposit	750.00
Deposit for utilities	200.00
Equipment	
Office	300.00
Program	6,000.00
Installation fees	100.00
Supplies	
Program	2,000.00
Office	500.00
Housekeeping	200.00
Food service	200.00
Miscellaneous	
Advertising	75.00
Food (1st month)	250.00
Legal and professional fees	200.00
Licenses	15.00
Total	$17,640.00

• Salaries and other expenses will vary by locality. These amounts are examples only.

Expenses

Personnel
- Director's salary
- Teacher's salary
- Teacher's aide's salary
- Cook's salary
- Employee benefits

Supplies
- Food and other grocery items
- Educational
- Housekeeping
- Office

Occupancy
- Rent or mortgage payments
- Telephone
- Water and sewage
- Gas
- Electricity

Equipment
- Repairs
- Replacement

Miscellaneous
- Insurance
- Advertising
- Other

Total

(Sample)

Expenses •

Personnel	
Director's salary	$10,000.00
Teacher's salary	7,000.00
Teacher's aide's salary	6,000.00
Cook's salary	3,400.00
Employee benefits	1,000.00
Supplies	
Food and other grocery items	1,210.00
Educational	800.00
Housekeeping	500.00
Office	500.00
Occupancy	
Rent or mortgage payments	3,600.00
Telephone	300.00
Water and sewage	300.00
Gas	300.00
Electricity	1,150.00
Equipment	
Repairs	210.00
Replacement	500.00
Miscellaneous	
Insurance	250.00
Advertising	100.00
Other	100.00
Total	$37,100.00

• These figures are examples only. Expenses will vary with location and program.

12

(Sample)

School-Age Child Care
Budget Worksheet

Average Enrollment _____ Number of Weeks_____

EXPENSES

Site Director	Hourly rate of pay x of hours per week x # of weeks (This includes planning time.)
Counselors	Hourly rate of pay x # of hours per week x # of weeks x # of counselors
Benefits	Check federal rates. (FICA, unemployment, & workmans comp.)
Employee Ads	Your neighborhood ad costs
Training	$150.00 per person
Supplies	$1.00 per week per child
Food	$2.50 per week, per child
Start-up	$300.00 — $500.00
Transportation	Not applicable if at school
Fields Trips	Variable, usually only during weeks when school is not in session.
Printing	Check local costs
Promotion	5% of income, may not be necessary if program is in school
Insurance	Depends on agency, need to call
Support to School (utilities)	Usually negotiated with school
Miscellaneous	$200.00
	Total _____

INCOME

Weekly Fees	Fee x # of children x # of weeks
Registration	Fee x # of children
	Total _____

NET Should be 10% over expenses to provide a safe margin.

School Age Child Care
Budget Worksheet

Average Enrollment _____ Number of Weeks_____

EXPENSES

Site Director

Counselor

Benefits

Employee Ads

Training

Supplies

Food

Start-up

Transportation

Field Trips

Printing

Promotion

Insurance

Support to School

Miscellaneous

Total

INCOME

Weekly Fees

Registration

Total

NET

Policies, Procedures and Legal Aspects

Written policies outline procedures for staff working in the center and for parents who employ services of the center. Policies should specifically detail what both parents and staff members can expect and what is expected of them. Clearly stated policies help avoid future misunderstandings and misinterpretations. Written statements should be on file in the center to address each of the following:

- Purpose and operations policies of the center.
- Policies for admission/discharge of children.
- Title, duties, and hours of each employee.
- Policies pertaining to hiring and discharge of staff persons.
- Procedures for conducting background checks on all new employees.
- Procedures for reporting child abuse/neglect.
- Written guidelines for responsibilities of board and administrator, if applicable.
- Schedule of children's daily activities.

  —Preschool
  —School-age

Records

Staff records should be kept on each staff member. These records should include:

- Name, date of birth, address, telephone number.
- Education, training and experience.
- Health record (current health card and/or physician's statement.)
- At least 2 character references.
- Employment related information for previous 6 years (documented).
- Daily attendance record.
- Date of employment and date of separation.
- Orientation, inservice training and workshop documentation.

Children's records should include:

- Application for admission.
- Emergency contact.
- Name and phone number of physician.
- Authorization for emergency medical treatment and transportation for such treatment.
- Name of persons authorized to pick up child.
- Permission for field trips.
- Pertinent medical history/written accident reports.
- Immunization records (not necessary for school-age children).

General facility records should include:

- General attendance records on children and staff.
- Current fire department report.
- Current health department report.
- Local zoning approval.
- Record of routine emergency drills.
- Summary report of accidents or injuries occurring in center.

Insurance

Even under the most watchful eye, children sometimes get hurt. Though liability insurance is no longer required, it is advised. An insurance agent should be contacted to check present liability coverage. Some home policies will not provide liability coverage if a fee is charged for child care. If additional insurance is needed, it might be a good idea to contact several agencies to compare price and inquire about group plans.

Other Legal Issues

A lawyer, bank employee, or IRS representative would be helpful in keeping you informed of legal issues involved when employing others to work in the center. Some of these legal issues include:

- Federal and State Income Tax
- Workman's Compensation
- Social Security
- Unemployment Insurance
- Child Abuse/Neglect Reporting

As an employer, it is the responsibility of the owner/director to see that policies procedures and other legal aspects are handled professionally.

Facility

Finding adequate space and the right location requires money, time and thought. Consider the following questions:

1. Will it meet licensing requirements?
2. Will it meet building, sanitation and fire codes for child care centers? If not, what has to be done and how much will it cost?
3. If renting, does the lease

allow for child care?

4. Is the area zoned for child care?
5. Is the location convenient for parents?
6. Is adequate fire and police protection available?
7. Can space provide separate areas for different activities?
8. Is there adequate outdoor space?
9. Does it have a kitchen and adequate bathroom facilities?
10. If space will be shared, (church or school, for example) will it be necessary to move equipment before others can use the space?
11. Is there adequate parking space for parents and staff?
12. Does the facility allow for safe loading/unloading of children?
13. Are local school facilities available for school-age programs?

Program Planning

A high quality program for young children depends to a great extent on the teacher's ability to plan and to organize. The teaching staff must determine the kind of program they want to provide for the children as well as the kind of day they want to provide.

Remember that young children are just that—**young** children. They learn best by doing and being actively involved in learning. Children do not learn by only being told about things. They need to be involved in actual happenings. A quality program should be planned to insure that the children are actively involved.

Both long-term and short-term planning is necessary for an effective child care program. Plans should include yearly plans, weekly plans and daily plans. A quality program provides for the guidance of and evaluation of performance and program goals and helps meet needs of individual children. The yearly plan is part of the long-term plan. Some things to remember in making yearly plans are:

- Develop overall goals and philosophy of the program.
- Check a calendar and record significant events.
- Plan simple concepts early in the year, more difficult skills and concepts later in the year.

The weekly plans could be based on themes or key activities. Examples of themes would include the five senses, keeping me healthy, ways to travel or any special holiday or season. Key activities should be centered around active learning, language development, representation, classification, seriation, number, space and time.

Daily planning is necessary to help organize learning activities for the children. Writing plans ahead of time helps determine the appropriateness of each activity and also provides a written list of materials which need to be assembled. A theme of "Keeping Me Healthy" might focus on good grooming. To extend this plan, activities in the daily schedule would relate

to grooming. Songs such as "This Is The Way We Wash Our Hands" could be sung at circle time, equipment for a beauty shop could be added to the house area for work time. Small group time and other events during the day could also be planned around this theme. When working with a concept such as numbers, activities could be planned to encourage children to compare amounts; more/less, same amounts and to count objects. Examples in the daily schedule might include singing songs such as "Ten Little Indians" or "This Old Man" at circle time and playing musical chairs. At snack time, apples could be cut into several pieces and counted. Small group time could allow children an opportunity to fill containers with sand, water or beans. The teacher's role during this activity would be to talk with the children about which container has more/less. The teacher could encourage the children to compare amounts. Art experiences could include making a collage with a variety of materials and asking the children questions to aid them in making comparisons such as "Do you have more corn or beans on your paper?"

School-Age Child Care

A school-age child care program operates before and after school hours and on week days when school is not in session such as on teacher workdays, holidays and summer vacations. A school-age program is a logical inclusion to any child care program because it allows the child care center or family day care home to meet the needs of a family more fully and also allows siblings to be together.

The program for the school-age child should include an afternoon snack and a wide variety of choices of activities. Since the children have been in school all day, they need a time and place to be active. An afternoon schedule might be something like the following:

3:00	Children arrive (check roll)
3:15	Snack
3:30-4:30	Outdoor games (if raining, provide active games and exercise inside)
4:30-5:15	Table games/art activities
5:15-6:00	(or until parents pick children up) Indoor games/ homework time

Before-school care should include quiet activities to avoid over stimulating the children. Breakfast or snacks may be served before the children leave for school.

Scheduling

Sample daily schedules for full day and half day preschool programs are given below. Remember that these are samples and may be adjusted to meet individual needs.

Half Day

8:30 Greeting/circle time

8:45 Planning time

9:00 Work time

9:45 Clean-up time

10:00 Recall time

10:10 Snack time

10:30 Small-group time

10:50 Circle time

11:00 Outside time

Full Day

6:30 Arrival; quiet, individual play

7:45 Clean up, toileting, wash hands

8:00 Breakfast, brush teeth

8:30 Large group time—opening story, planning time

8:50 Work time (center time); clean-up

10:00 Recall (talk about what they did at work time)

10:15 Outside time (if raining, provide active games and exercise inside)

11:00 Small group time

11:20 Prepare for lunch

11:30 Lunch, clean-up

12:15 Prepare for naps, brush teeth

12:30 Nap—early risers should be allowed to get up and engage in a quiet activity

2:00 Put away bedding, prepare for snacks

2:20 Snack, clean-up

2:40 Small-group time

3:00 Outside/active time

4:00 Large-group time (story, music, movement)

4:20 Planning time and work time until children leave

The Indoor Learning Environment

When planning the physical facilities, equipment and materials, consider the developmental needs of the children enrolled. The learning environment is an important part of the early childhood program. Young children are active. They need opportunities to explore their environment. They are young children and therefore learn through first-hand, concrete experiences rather than through abstract concepts and paper and pencil activities. Consider the following:

1. Is there adequate floor space. Thirty-five square feet of usable floor space per child is required, while 40 to 60 sq. ft. of usable floor space per child is better. This does not include hallways, bathroom, entry-exit area or kitchen floor space. School-age children require 25 square feet per child.

2. Is there a place where a child can work alone and in a group? A child sometimes needs to be alone and at other times, he needs to play with his friends.

3. What is the shape of the room? A rectangular room is easier to arrange. The activity room should have no hidden areas. The teacher should be able to easily see all parts of the room and all children.

4. Is there adequate storage space? The teacher will need storage space for items used on a daily basis as well as items used periodically. She will also need space to store the children's records. Shelf height should be no higher than 3 feet for items the children will be using. Each child should have some space to store his personal belongings. Individual cubbies are preferred, but if these are not available, each child needs at least a tub to call his own. School-age children need space for lunchboxes, book bags and coats. Hooks and shelves or individual cubbies will work; however, more space for belongings will

be necessary for a school-age child than for a preschooler.

5. Is there a pleasant, inviting, home-like atmosphere? This is the child's home away from home and should be as pleasant as possible.

6. Is the room well ventilated? Does it have adequate lighting and temperature control? Floors should be free from drafts. Temperature should be from 68 degrees to 72 degrees F. at the child's level. Lighting should be diffused rather than direct.

7. Is there a water fountain, proper toilet facility and space for isolation of a sick child?

The Learning Centers

The activity or play area should be divided into learning centers. Centers allow the child to move about freely, work independently and develop at his own rate. The teacher should begin with a few of the learning centers listed below and add or change centers as the year progresses. Learning centers that may be included in the activity room are:

Block Center

The block center allows a child to explore, sort, make comparisons, build structures, work alone or work with other children. Plenty of space and equipment is needed for the block center. Every classroom needs a good basic set of wooden unit blocks. In addition, brick cardboard blocks, various plastic building blocks, little people, animals, furniture, vehicles and other items for make-believe play may be added.

Language Arts Center

The language arts center should be located in a quiet corner of the room. A secluded atmosphere can be achieved by using wooden screens or

other barriers to separate it from adjoining centers. The most important items in this center are books. Children need a few books available for them to "read" at all times. These books could be made by the children themselves. In addition to the usual supply of books, other books should be rotated periodically. Other items for this center can include puppets, a tape recorder, story tapes and blank tapes for recording. An adult-sized rocking chair is an important addition to the language arts center. Pillows or bean bag chairs provide a good place for children to rest while "reading."

Art Center

The art center provides an excellent place for the child to express creativity. There should be a relaxed atmosphere where each child can work at his own pace and in his own way. The art center should be located near water for clean-up. Materials should include paint, crayons, playdough, chalk, pencils, scissors, hole-punch, staplers, glue, various kinds of paper, roll-top bottles, glitter, craft sticks, smocks and a drying line or rack. Coloring books, ditto sheets and "crafty" projects are discouraged since these do not encourage thinking skills and creativity.

Home Living Center

The home living center should be located next to the block center since play often flows from one area to the other. This center is one in which dramatic role play is a natural. Children become mother, father, baby, sister, brother, grandparent, dog, cat, doctor, office worker, hairdresser or other community worker. Props help encourage many different roles. Kitchen and bedroom/living room space, which can be changed to a doctor's office or beauty shop as the occasion arises, can be a part of this area. Some other materials to include here are dress-up clothes, dolls, stuffed animals, play food items, cooking utensils and dishes.

Quiet or Table Game Center

This area contains puzzles, manipulative games and materials for other "quiet" activities. The child can play alone or with others. He may play with nesting blocks, Lego toys, pegboards or lacing beads. The activities in this center stimulate a child's thinking skills and develop small motor coordination. The various developmental levels of children should be kept in mind when planning this center.

Construction Center

In the construction center, children can use real tools and real wood to develop large and small motor skills, improve hand-eye coordination and solve problems. A sturdy work bench with a vise and a place for wood and tool storage is needed. This center should be located away from the main flow of traffic and must have close adult supervision. Other items to include in the construction center are nuts, screws, nails, styrofoam, glue, and pencils.

Food/Cooking Center

Cooking activities might be provided in a separate center or could be conducted during small group time. Cooking activities provide opportunities for children to solve problems, use number concepts, small motor skills and learn in may other ways. This center must be closely supervised when using electrical appliances or other items which are potentially dangerous.

Music/Rhythm Center

Music and movement provide another avenue for self-expression. Large and small muscle skills, as well as hand-eye coordination, are developed through music activities. Rhythm instruments of all types can be included in this center. Props to use in the music area include streamers, scarves, costumes and homemade instruments.

Discovery/Science Center

Include plants, animals, magnifying glass, scales and thermometers in the discovery/science center. Changing the items periodically throughout the year will add

variety. Provide materials that encourage children to use all their senses—touch, sight, smell, taste and hearing.

Sand/Water

Almost all young children enjoy playing with sand and water. Playing with these materials encourages the development of motor skills, problem-solving and creativity. Sand and water play allows the child to mix, dig, dump, pour, fill, empty, sift and mold. Children will also use this area to build representations of roads, homes, castles and other structures.

Equipment for Preschool Program

Furnishings

Children's chairs (8' to 12" height) 1 for each child
Adult chairs—2
Children's tables—18" to 20" height (rectangular tables work well for art areas, round or kidney-shaped tables work well for language or quiet area)
Filing cabinet
Portable or built-in storage units
Portable or built-in children's cubbies
Adult height cabinets for general storage
Screens for divider
Cots or mats with sheets for resting (1 for each child)
Laundry facilities
Bathtub or means to bathe a child

Block Center

Animals, plastic or wooden
Boards
Little people and accessories
Steering wheel
Traffic sign set
Wheel toys for pushing
Wooden hollow blocks (1 set)
Wooden saw horses (2)
Wooden unit blocks (1 set)
Various other blocks and accessories

Home Living Center
Baby dolls with clothes (both sexes and various ethnic groups)
Storage chest
Child-size rocking chair
Child-size table with chairs
Child-size stove
Child-size refrigerator
Clothes hooks and/or racks
Costumes of various community helpers and/or animals
Doll bed and other doll furniture
Doll dishes and cookware
Dress-up clothing (both sexes)
Full-length mirror
Housecleaning set
Hutch
Ironing board and iron
Play food items—food boxes, empty cans (free of sharp edges)
Sink with plastic tub
Stuffed animals

Discovery/Science Center
Animals and cages or pens
Magnets
Magnifying glasses
Measuring equipment
Plants
Scales, balances
Stethoscopes, rubber gloves, masks etc.
Thermometers

Sand/Water Center
Sand table and sand
Sand toys (measuring equipment, buckets, shovels, cars, etc.)
Water play toys (measuring equipment, cups, dolls, funnels, etc.)
Water tub or table

Construction Center
Workbench with vise
Glue
Nails
Pencils
Ruler
Tools (real tools, not toys)
Wood (soft woods)

Food/Cooking Center
Baking pans
Dish cloths and towels
Dishes and flatware
Electric cookware
Kitchen utensils
Measuring cups and spoons
Mixing bowls
Popcorn popper
Pot holders
Recipes written for young

children
Serving dishes

Quiet or Table Game Center
Abacus
Beads for stringing
Blocks (small building blocks of various designs)
Counters (Teddy Bear, squares or other designs)
Lego building sets
Number games
Puzzles
Snap-together toys
Sorting games
Tinkertoys

Language Arts Center
Books
Book rack
Flannel board
Language games
Letters
Listening station (tape player and earphones, tapes and books)
Pictures
Pillows or beanbag chairs for children
Puppets
Adult-size rocking chair

Art Center
Aprons or smocks
Chalk
Chalk board
Collage materials
Crayons
Drying rack or line
Easels—2
Fabric scraps
Felt pens
Fingerpaint
Glitter
Glue
Paint (powdered tempra)
Paint brushes (various sizes)
Paint cups
Paper (various types)
Paste
Pencils
Playdough
Scissors
Sponges
Staplers
String

Music/Rhythm Center
Autoharp
Record player and records
Rhythm instruments (can be teacher-made or purchased)
Tape player and tapes

Suggested Equipment for Preschool Program

Sample Price List

This price list is based on enrollment of 18 children. Prices will vary with different suppliers and quality of equipment. These prices are estimates for institutional quality equipment. Some equipment may be built or purchased second hand to cut expenses.

Furnishings	
Children's chairs (8' to 12" height), 1 for each child	$300.00
Adult chairs—2	100.00
Children's tables—18" to 20" height (rectangular tables work well for art area, round or kidney-shaped tables work well for language or quiet area) 1 rectangular and 1 round @ $100 each	200.00
Filing cabinet	200.00
Portable or built-in storage units, 4 @ $150 each	600.00
Portable or built-in children's cubbies	200.00
Adult height cabinets for general storage	150.00
Screens for dividers (2 @ $50 each)	100.00
Cots or mats with sheets	435.00
Laundry facilities	500.00
Bathtub or means to bathe a child	200.00

Block Center	
Animals, plastic or wooden	25.00
Little people and accessories	25.00
Steering wheel	20.00
Traffic sign set	50.00
Wheel toys for pushing	30.00
Wooden hollow blocks (1 set)	280.00
Wooden saw horses (2)	25.00
Wooden unit blocks (1 set)	150.00
Various other blocks and accessories	40.00

Language Arts Center	
Books (check library for books to borrow)	50.00
Book rack	80.00
Flannel board	15.00
Language games	30.00
Letters	40.00
Listening station (tape player and earphones, tapes and books)	200.00
Pictures	45.00
Pillow or beanbag chairs for children	100.00
Puppets	30.00
Adult-size rocking chair	75.00
Art Center	
Aprons or smocks (1 for each child)	65.00
Chalk	5.00
Chalk board	20.00
Collage materials (many are free)	25.00
Crayons	20.00
Drying line or rack	50.00
Easels—2	80.00
Fabric scraps	0
Felt pens	10.00
Fingerpaint	30.00
Glitter	20.00
Glue	30.00
Paint (tempra)	50.00
Paint brushes (various sizes)	45.00
Paint cups	15.00
Paper (various types)	60.00
Paste	15.00
Playdough	20.00
Scissors	40.00
Sponges	20.00
Staplers	25.00
String	5.00
Music/Rhythm Center	
Autoharp	125.00
Record player and records	125.00

Rhythm instruments (can be teacher-made or purchased)	75.00
Tape player and tapes	75.00

Home Living Center	
Baby dolls with clothes (both sexes and various ethnic groups)	100.00
Chest	100.00
Child-size rocking chair	100.00
Child-size table with chairs	110.00
Child-size stove	98.00
Child-size refrigerator	98.00
Clothes hooks and/or racks	89.00
Costumes of various community helpers and/or animals	145.00
Doll bed and other doll furniture	130.00
Doll dishes and cookware	25.00
Dress-up clothing (both sexes)	65.00
Full-length mirror	80.00
Housecleaning set	20.00
Hutch	98.00
Ironing board and iron	60.00
Play food items—food boxes, empty cans (free of sharp edges)	15.00
Sink with plastic tub	98.00
Stuffed animals	25.00

Quiet or Table Game Center	
Abacus	15.00
Beads for stringing	10.00
Blocks (small building locks of various designs)	20.00
Counters (Teddy Bear, squares or other designs)	40.00
Lacing cards	10.00
Lego building sets	150.00
Number games	20.00
Puzzles (10 @ 7.50 each)	75.00
Snap-together toys	50.00
Sorting games	25.00
Tinkertoys	25.00

Discovery/Science Center	
Magnets	10.00
Magnifying glasses	10.00
Measuring equipment	10.00
Plants	10.00
Scales, balances	30.00
Stethoscopes, rubber gloves, masks	15.00
Thermometers	5.00
Sand/Water Center	
Sand table and sand	150.00
Sand toys (measuring equipment, buckets, shovels, cars)	25.00
Water toys (measuring equipment, cups, dolls, funnels)	25.00
Water tub or table (may be purchased separately or dual purpose with sand table)	150.00
Construction Center	
Workbench with vise	140.00
Glue	10.00
Nails	5.00
Pencils	3.00
Ruler	3.00
Tools (real tools, not toys)	60.00
Wood (soft woods—usually available free)	
Food/Cooking Center	
Baking pans	30.00
Dish cloths and towel	25.00
Dishes and flatware	100.00
Electric cookware	60.00
Kitchen utensils	15.00
Measuring cups and spoons	15.00
Mixing bowls	20.00
Popcorn popper	20.00
Pot holders	10.00
Recipes written for young children (make at the center)	0
Serving dishes	50.00

Sample Floor Plan

The child care facility in the diagram on the following page is designed as a self-contained facility for 18-20 children ages 3 to 5. There are 1,072 square feet of free floor space allowing 53 to 59 square feet of floor space per child.

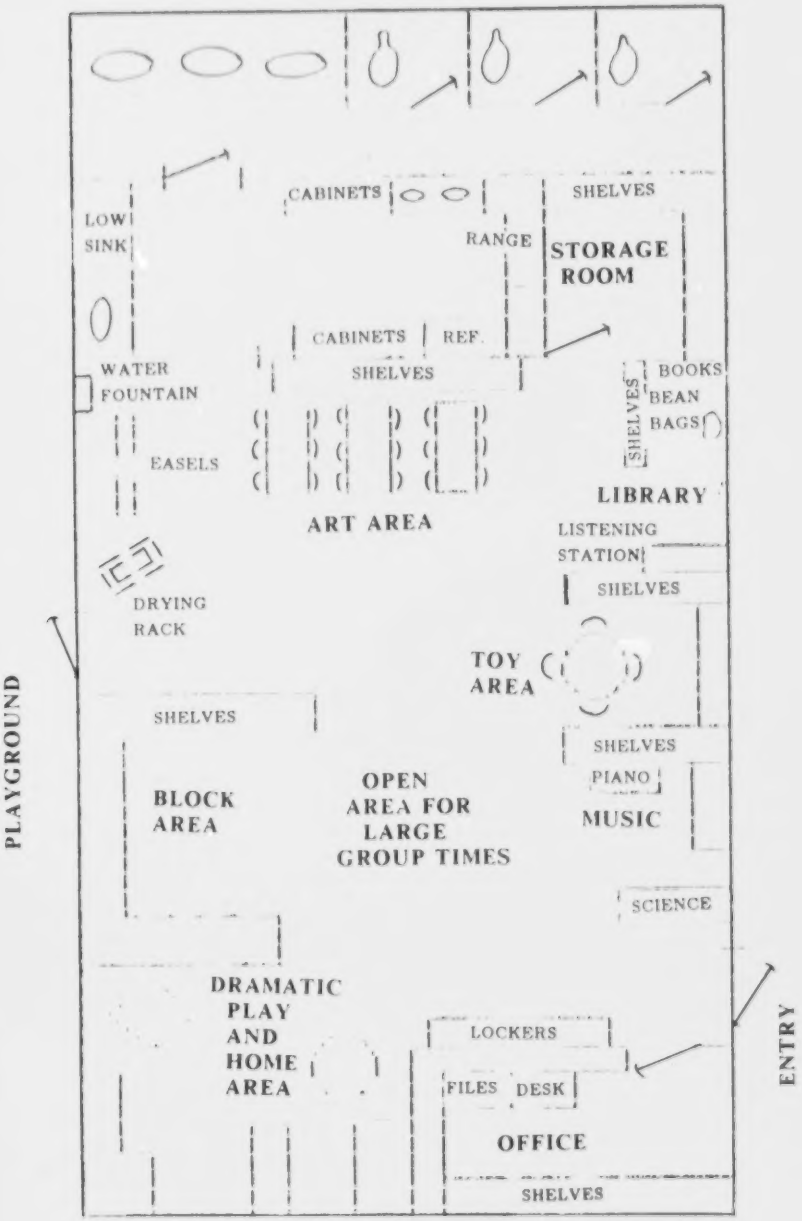
The facility has two exits—one for the main entrance and one leading to the playground. The room is divided into work areas or learning centers which could be changed as the year progresses. The areas include a dramatic play or housekeeping area which is furnished with child-sized furniture. The block area is next to the housekeeping area to encourage carryover play. The art area includes easels, a drying rack and a low sink to allow the children to clean up their brushes. Three tables near the art area also double as snack and lunch tables. A child-sized water fountain is located near the main plumbing source.

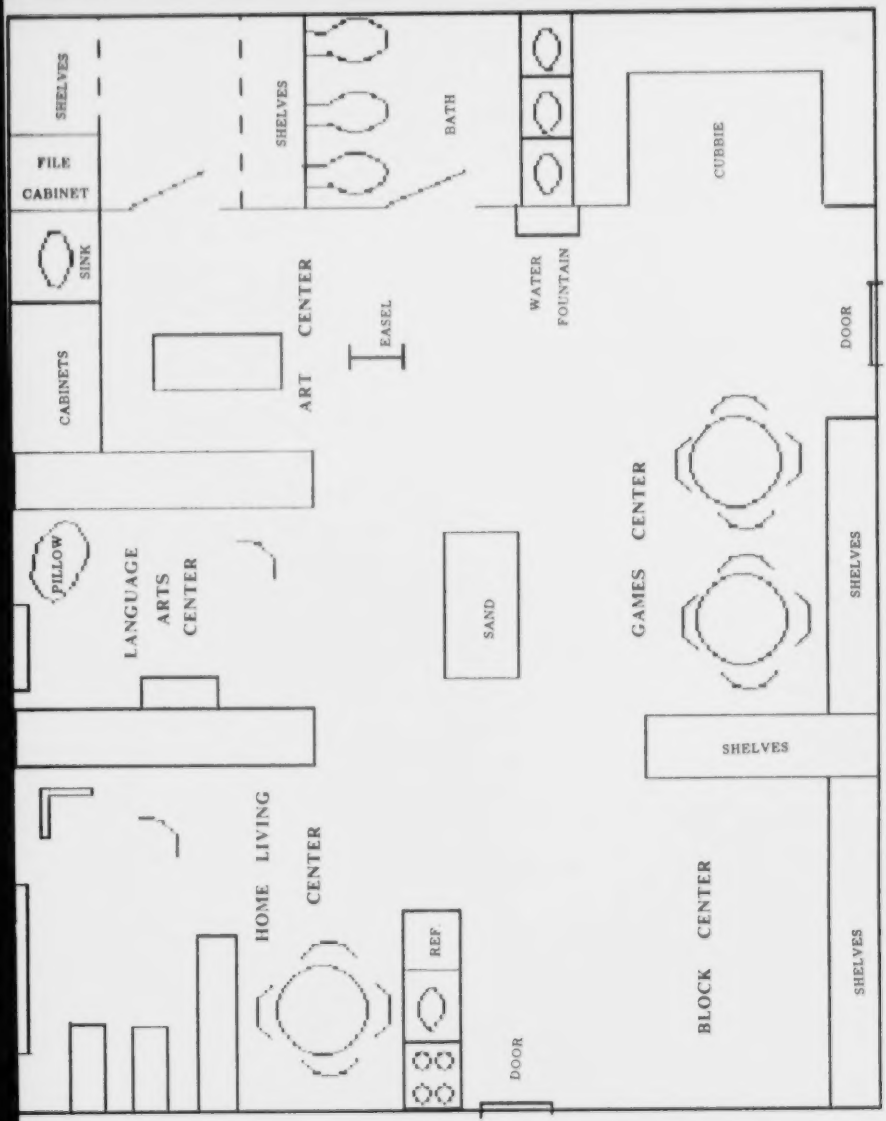
A library area is located in a relatively secluded part of the room so the children can "read" books in peace and quiet. The toy and game area is also in this quiet part of the room. A listening center with ear phones could be included in either the library or toy area. A music area for a piano, hand instruments and a record player is next on the plan. A science shelf completes the room. Fish, plants, rocks or other science items could be available on these shelves.

The center of the room is left open for large-group times. In addition to the play room, a teacher's office, a large storage room, bathrooms and a complete kitchen is included.

SELF-CONTAINED FACILITY FOR 18 - 20 CHILDREN

AGES 3 - 5.





The sample room arrangement shows the basic areas which might be used early in the program—home living center, art center, block center, language arts and games center. Other areas such as science, wood working and music could be added later. This floor plan shows the children's work area only. Additional space would be needed for storage, teacher work area, isolation of a sick child and food preparation.

Outdoor Learning Environment

The main purpose of the outdoor play space is to provide the young child with a safe, convenient and comfortable place to play. Provisions should be made for four main types of play: physical play, social play, mental play and quiet play. For each of these types of play, there should be a variety of equipment and facilities. The different play area should be located in a way which permits supervision of all areas and offers a physical enclosure to restrain wanderers. School-age children need a large area, unobstructed by equipment, for games with balls, hoops and Frisbees.

Physical Play

In order to develop physical control and skill, children should have the opportunity to climb, hang by arms, slide, swing, balance, push, pull and lift. Equipment for these activities should be safe, sturdy and appropriate for the child's size. The play area should be designed so that the child may jump or fall onto a soft surface.

Mental Play

The play area should provide as many aspects of the natural environment as possible, for example, loose earth, grass, sand, water and plants. By manipulating, transforming and combining these elements, the child is able to test ideas, exercise ingenuity and satisfy curiosity. Storage facilities should be available to store a variety of materials to stimulate mental, creative play, as well as social play.

Social Play

Social play can take place with anything from a simple packing crate to a tree house. Natural or man-made landscapes can be used. Familiar, ordinary objects are stimulating to the child's imagination.

Quiet Play

On occasion, the child needs to play quietly as an individual; therefore, space should be provided to rest or play alone. This space should be away from any activity,

perhaps at a small table or bench.

The following list of equipment will help in planning the outdoor play area.

Suggested Equipment For the Outdoor Play Area

Preschool

Sand and water area—used for children to explore and play with different substances
Sand box (should be covered when not in use)
Water table
Buckets, shovels, bowls, funnels
Trucks and cars

Climbing area
Jungle gym
Slides
Swings
Boxes
Boards
Barrels
Tires
Balance beams

Riding area
Wagons
Tricycles
Wheeled toys

Props to encourage role playing
Playhouse
Table, chairs, dishes

Other
Picnic table
Water fountain
Storage area
Balls
Blocks

School-age

8½" playground balls
Foot balls
Nerf balls
Soccer balls
Frisbees
Jump ropes
Basketballs
Jacks
Hopscotch

Equipment For The Outdoor Play Area

Price List

These prices are estimates for institutional quality equipment. Prices will vary with different suppliers and quality of equipment. Some equipment may be built to cut expenses.

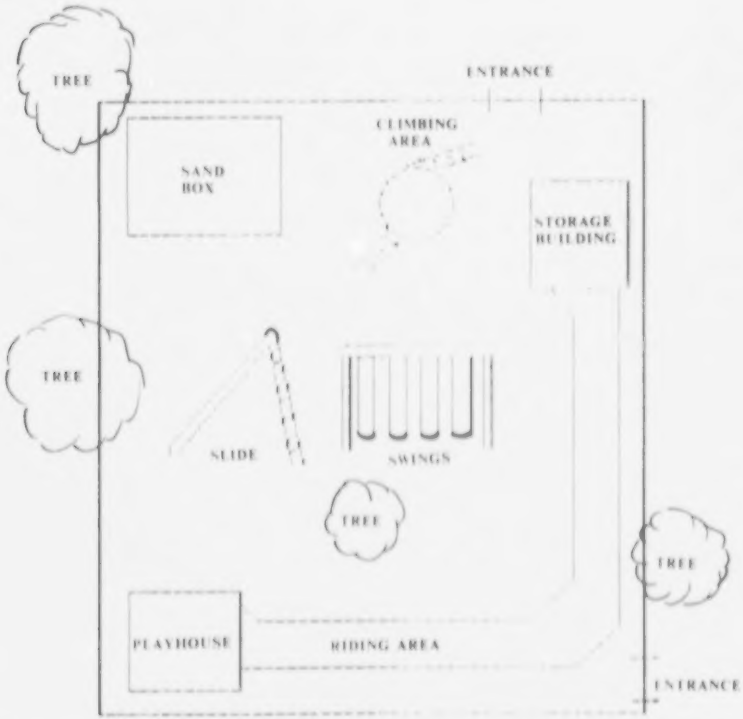
Preschool

Sand and water area—used for children to explore and play with different substances	
Sand box (should be covered when not in use)	$250.00
Water table	100.00
Buckets, shovels, bowls, funnels	25.00
Trucks and cars	25.00
Climbing area	
Jungle gym	300.00
Slides	600.00
Swings	400.00
Boxes	0
Boards	25.00
Barrels	75.00
Tires	0
Balance beams	60.00
Riding area	
Wagons	100.00
Tricycles (6 @ $145 each)	870.00
Wheeled toys (2 @ $50 each)	100.00
Props to encourage role playing	
Playhouse	750.00
Table, chairs, dishes	100.00
Other	
Picnic table	150.00
Water fountain	250.00

Storage area	750.00
Balls	10.00

School-age

8½'' playground balls (4 @ $15 each)	60.00
Foot balls (2 @ $12 each)	24.00
Nerf balls (3 @ $5 each)	15.00
Soccer balls (2 @ $10 each)	20.00
Frisbees (3 @ $5 each)	15.00
Jump ropes (10 @ $4 each)	40.00
Basketballs (3 @ $15 each)	45.00
Jacks	5.00
Hopscotch	0



The outdoor play space includes areas for quiet play and active play. The storage building provides for storage of small equipment and maintenance supplies.

Playground Maintenance

The entire playground should be checked at least once each month. Hazardous equipment should not be used. Answering "yes" to the following questions will help ensure that the playground is safe.

1. Is there a resilient ground cover in place under all swings, slides and climbing equipment?
2. Is the area free of hazards that could interfere with normal play activity?
3. Are climbing areas limited so that children would fall no more than their reaching height?
4. Are all items of equipment securely anchored?
5. Are concrete supports below the ground and secure?
6. Is equipment free from sharp edges, broken parts and loose bolts?
7. Is the playground clear of frayed cables, worn ropes or chains that could pinch?
8. Are wooden building materials in good repair—without rotting or termite infestation?
9. Are wheel toys in good condition?
10. Are bolts and other fasteners secure and hidden to avoid catching clothing?
11. Is there a fence and is it in good repair?
12. Can gates fasten securely?
13. Is the playground free from electrical hazards?
14. Is drainage sufficient to avoid the possibility of water collecting?
15. Is the adult-to-child ratio equal to that required for indoor activity?
16. Are toxic materials out of reach of children?
17. Are grass, trees and shrubs trimmed as needed for safety and general appearance?
18. Is use of capes, scarves and other loose clothing restricted to areas where they would not likely catch on equipment?

Identifying and correcting potential hazards will assure a safe environment in which children can play. Items such as these and other safety issues are the kinds of things that the licensing specialist will check during monitoring visits.

Personnel Selection

The child care staff is a reflection of the program philosophy and goals. Staff quality and performance are critical to the success of the program.

Many factors will influence decisions regarding the best staff to hire. Some of these factors include goals and objectives, licensing regulations concerning staff-child ratios and ages of children in care. Listed below are four questions to consider in staffing the center with well-qualified personnel.

1. How many staff will be needed? The state licensing regulations specify minimum guidelines for the number of staff needed, depending on the ages of the children to be cared for in the center. Staff who care for children will include the teacher (the teacher may or may not also serve as the director), teacher's aide or assistant teacher, substitute staff and volunteers. Other staff who do not work directly with children include a cook, if you are preparing food at the center; a secretary/bookkeeper and a custodian. Scheduling staff members will depend on opening and closing times and number of children present during the day.

2. What will be the responsibilities of staff members? Job descriptions should be written for all staff members. Clear job descriptions help each staff member know what is expected. Job descriptions are the key to avoiding counseling and dismissal and also provide the basis for dismissal when performance is not in keeping with job description.

3. What salaries and fringe benefits will be offered? To help insure that quality care is offered to families for their children, and that a consistent and qualified staff is maintained, salaries should reflect a wage level that will attract competent and qualified people. In addition, serious consideration should be given to an attractive fringe benefit program.

4. Where may staff be recruited? College placement offices, high schools, vocational-technical schools, local employment agencies, newspaper advertisements and notices in grocery stores and laundromats are all resources for recruiting

staff. Each advertisement should include a job title, brief job description, qualifications, deadline for applications, request for resume, telephone number or address and whom to contact. If volunteers are used, be specific about hours of work, responsibilities to be assumed and whom to notify in case of absence. Remember, there are risks in using volunteers to maintain staff-child ratio. If the volunteer does not show up, the center could be in violation of state regulations. Volunteers can serve as teachers, teacher-aides, secretaries and bookkeepers. Many volunteers are skilled in story-telling, dance, art and music. Parents of the children may have skills in nursing, accounting or law and may want to serve as volunteers or work to reduce tuition.

Staff Development

The best staff development is planned to strengthen individual performance and to move toward long term goals. State licensing standards require 10 hours of staff training each year. The licensing staff may provide opportunities for some of this training. Other suggestions for staff training include CPR training, visiting other centers, discussing special problems and listening to tapes and lectures on child development. Other pertinent topics include time management and stress management. The Arkansas Child Care Resource Center contains a wealth of information for use in staff training. The Resource Center is located in the University Conference Center in Little Rock. Resource materials are loaned free of charge to licensed facilities.

Staff development is necessary for current and future success; progress comes from planning where to go and how to get there. Staff development reviews policy and procedures, as well as goals of the program, by providing opportunities to see what is going well for the staff and where improvements are needed.

Parent Involvement

Caregivers must recognize that parents are the most significant influence in the child's life. Caregivers and parents need to work together as a team to provide a supportive network for the benefit of the child. Children benefit from a team effort by gaining positive self-esteem and an openness to learning.

Parents can be involved in the center's activities in a variety of ways. It is up to the caregiver to make initial contact with parents and to arrange for them to visit or participate. Parents may be encouraged to visit the center to observe children in the daily routine as well as in special programs such as open house, holiday and birthday activities. Allowing the children to help with snacks or helping to get the room arranged before the parents arrive adds special interest to the visit.

Caregivers may ask parents to complete a resource card at the beginning of enrollment to determine available skills. Parents may participate in daily activities, field trips or in making materials. Serving on committees to give advice, make policies or raise funds are also roles in which parents may participate.

Caregivers can involve parents by talking informally at arrival and departure time and by scheduling conferences periodically. Conferences can encourage parent involvement in the center, provide new ideas for programs and help parents become actively involved in their child's education. Other ways to communicate with parents include parent handbooks, notes, newsletters, telephone calls and parent bulletin boards. Sending home the child's work encourages parent-child interaction at home and helps parents better understand the curriculum.

Advertising and Promotion

A child care center, like any other business, has a product that consumers want and are willing to purchase. As in other businesses, it will be necessary to sell the product (the center) to consumers (parents). It probably will take from one month to one year or more to achieve full enrollment. Advertising can make the difference. In the end, word of mouth will be the best source of advertising. But when just starting out, it is wise to plan and budget money for advertising.

The purposes of advertising are to:

- Convince customers that the child care provided is top quality.
- Enhance the image of the child care center.
- Point out the need for and create a desire for child care services.
- Announce new services and new programs.
- Draw customers to the business.

Effective advertisements should be clear, simple to understand, truthful and informative. News release with pictures may offer excellent advertisement without the expense of paid ads. School-age information can often be sent through the schools or a mailing list might be obtained from the school district.

Conclusion

As you can see opening a child care center is a very complex undertaking. The purpose of this publication is to cover the basics. The specifics are up to you. The decisions you make and the policies you write should reflect your unique situation and the children you serve. Get the best advice you can from people you can trust. There is not doubt about it, Arkansas needs more good-quality child care. A well-thought out, well-managed child care center can be a personally rewarding business as well as a valuable service to the children and parents of your community. Good Luck!

Resource Contacts

Emily Oates, Program Manager
Home Economics Education
Vocational-Technical Education
3 Capitol Mall
Little Rock, AR 72201-1140
(501) 682-1140

Glenda Bean, Executive Director
Arkansas Early Childhood Commission
Office of the Governor
Room 205, State Capitol
Little Rock, AR 72201
(501) 682-7523)

Bobbie Ferguson
Child Development Coordinator
Division of Children and Family Services
P.O. Box 1437
Little Rock, AR 72203
(501) 682-8551

Arkansas Child Care Resource Center
JaNoel Bess, Director
University Conference Center
Little Rock, AR
(501) 375-3690

Arkansas Association on Children Under Six
Jane Alexander, Association Secretary
P.O. Box 5452 Brady Station
Little Rock, AR 72215
(501) 225-3778

Grady Maxwell
Child Care Food Program
Division of Children and Family Services
P.O. Box 1437 Slot 705
Little Rock, AR 72203
(501) 682-8867

Child Care Licensing
Division of Children and Family Services
P.O. Box 1437
Little Rock, AR 72203
(501) 682-8590

Lynn Miller, Planning Specialist
School-age Child Care Programs
Division of Children and Family Services
P.O. Box 1437
Little Rock, AR 72203
(501) 682-8551)

Acknowledgments

The following people had significant input into the content of this publication. Their help is very much appreciated.

Emily Oates, Program Manager
Home Economics Education
Vocational-Technical Education
Little Rock, AR

Sharen Crockett
Professor of Home Economics
Harding University
Searcy, AR

Kathy Stegall
Child Care Coordinator
Division of Children and Family Services
Little Rock, AR

Glenda Bean, Executive Director
Arkansas Early Childhood Commission
Arkansas State Capitol
Little Rock, AR

Bobbie Ferguson
Child Development Coordinator
Division of Children and Family Services
Little Rock, AR

Lynn Miller, Planning Specialist
School-age Child Care Program
Division of Children and Family Services
Little Rock, AR

Betty Reed
Child Care Licensing Supervisor
Division of Children and Family Services
Little Rock, AR

Jim D. Edwards, C.L.P.
Diversified Recreation, Inc.
Little Rock, AR

Marilyn Thomas
Child Care Specialist
Petit Jean Vocational Technical School
Morrilton, AR

Carol Lawrence
Child Care Director
St. Vincent Infirmary
Little Rock, AR

Sally E. Ruff
Child Care Licensing Specialist
Division of Children and Family Services
Little Rock, AR

Mary Lumpkin
Child Care Licensing Specialist
Division of Children and Family Services
Hot Springs, AR

Betty Phillips
Child Care Licensing Specialist
Division of Children and Family Services
Little Rock, AR

Resources

Arkansas Department of Human Services, "Fun with Numbers." *Beginnings*, September/October 1988.

Ball, Ruth. "Parent Involvement: How and Why." *Dimensions*, January 1983, Volume 11, Number 2, pp. 19-21.

Beaty, Janice. *Skills For Preschool Teachers*. Columbus, Ohio: Merrill Publishing Company, 1988, pp. 236-247.

Brisbane, Holly E. *The Developing Child*, Glencoe Publishing Company, 1988, pp.505-508.

Cherry, Clare, Barbara Harkness and Kay Kuzna. *Nursery School and Day Care Center Management Guide*. 2nd ed. Belmont, Calif.: S. Lake Publishers, 1987.

Decker, Celia and John Decker. *Planning and Administering Early Childhood Programs*. Columbus, Ohio: Merrill Publishing Company 1988, pp. 127-152.

Gelfer, Jeffrey and Peggy Perkins. "Effective Communications with Parents." *Childhood Education*, October 1987, pp. 19-22.

Goetz, Elizabeth, Marion O'Brien and Ann Turnbull. "Helping Parents Work and Raise Children." *Daycare and Early Education*, Summer 1984, Volume 11, Number 4, pp. 31-36.

Hildebrand, Verna. *Introduction to Early Childhood Education*. 4th ed. New York: Macmillan Publishing Co., 1986.

Hohmann, Mary, Bernard Banet, and David P. Weikart. *Young Children In Action*. Ypsilanti, Michigan: High/Scope Press. 1979.

Kaplan, Hal. *How to Open Your Own Child Care Center. Supplement to Scholastic Pre-K Today. 1989.*

Leeper, Sara Hammond, Dora Sikes Skipper, and Ralph L. Witherspoon. *Good Schools for Young Children*. 4th ed., New York: Macmillan Publishing Co., 1979.

Merenda, Rose C., Joan Bloom, and Ann D'Iorir. "Visual Presentations to Parents." *Daycare and Early Education*, Spring 1984, pp. 9-11.

Morgan, Gwen G. *Managing the Day Care Dollars*. Steam Press, 1982, pp. 33-36.

Seavers, Judith and Carol A. Cartwright. *Child Care Administration*. Belmont, Calif.: Wadsworth Publishing Co., 1976.

Spears, Marsha. "Encouraging Parent Participation." *The Busy of Child Care Workshop*. April 28, 1980. Little Rock, Arkansas. (Little Rock Montessori School.)

U. S. Department of Health and Human Services. *How to Start a Day Care Center*. Washington, D.C., 1981.

Williams, Connie. "Busy Teachers Working With Busy Parents." *Dimensions*, January 1983, Volume 11, Number 2, pp. 19-21.

Lesson Plan _____

Teacher _____

Theme _____ Week of _____

	GROUP TIME	LIBRARY	STORYTIME FINGERPLAYS (FP)	TABLE GAMES	DISCOVERY
Monday Theme: SIGHT	Roll Call. "Where is—"? (Thumbkin) Picture of eyes. List what we can do with our eyes. Play "I Spy."	"What is Missing?" Five objects, hide one; child tells what is missing.	Story: Have You Seen a Giraffe Hat? FP: I have Two Eyes to See with/ Grandma's Glasses.	Pictures with hidden pictures (kitten, ice cream cone, etc.) Eye puzzle. Make binoculars with 2 toilet paper tubes.	Magnifying glass. Variety of objects: rocks, shells, bars, etc. Prism, kaleidoscope.
Tuesday Theme: HEARING	"Hello Everybody." Children close eyes; teacher makes sounds (knocking, snapping, etc.); children identify.	Guess What I Am? Cards of animals; draw one & make its sound—others guess what animal.	Story: Horton Hears a Who. FP: Ears to Hear with.	Cut different ears from magazines (animals, people); paste on poster. Guess whose ear. Match ears to animals.	Match pairs of cans by sound—use rice, beans, corn, etc.
Wednesday Theme: TASTE	"Good Morning Song." Eyes closed, taste cube of apple and potato.	Talk pictures of food.	Story: Three Bears—Dramatize story with props. FP: The Apple Tree.	Classify pictures of safe and unsafe to eat. Food lace cards. Food puzzles.	Cups of sugar, salt, flour, powdered sugar, corn starch to taste.
Thursday Theme: SMELL	Pass around spice jars to smell. Use cardboard face with nose opening—take turns putting nose through. Others guess who it is.	Pinocchio puppet.	Story: Pinocchio Story. FP: I Touch My Nose—Cover Your Nose Story:	Pictures to classify good & bad smells. Draw Susie No-Nose on poster board—cut out noses for children to select for Susie.	Make smell cards. Brush liquids (peppermint, lemon juice) on cards/ sprinkle coffee, cinnamon on glue.
Friday Theme: TOUCH	Sing "Who is that Knocking at My Door?" After all children have knocked, have them cross their fore & index fingers and feel their nose & ears. Ask them how they feel.	Feel Book. Flannelboard cutouts.	Corduroy. FP: Heads, Shoulders, Knees & Toes/I Touch My Toes.	Sand paper puzzle. Spools with various fabrics—match the same. Bristle blocks.	Feel box with cotton, sponge, wood, rock, feather, cloth.

Ruth Steinsiek and Darlene Francis, *Planning a Quality Program for Children*. Arkansas State University Childhood Services, 1986.

MUSIC	OUTDOOR LEARNING	DRAMATIC PLAY	ART	BLOCKS	SAND/WATER WOOD WORKING
Colored streamers to dance with. Rainbow song.	Go on Nature Walk. Write experience story of what was seen.	Optical Shop. Eye chart, flashlight, white jacket, reception ist's desk, glass frames.	Easel out daily. Glasses with pipe cleaners. Collage of eyes—magazine pictures.	Tape Saran Wrap on cardboard—use for windows.	Add blue food color to water. fish out of styrofoam meat trays—scoop up with sieve or catch with magnet on string.
Use rhythm instruments to repeat patterns on charts, or taped or played by a partner. March with instruments.	Blindfold one child—he finds others who are stationary & giving clues by clapping, singing, etc.	Doctor's Office. tape recorder of various sounds, ear phones.	Earrings: Cover pieces of cardboard with aluminum foil, punch holes, thread with yarn, hand over ear lobes.	Accessories. Trains, airplanes, motor boats. Make sounds for vehicles as you play.	Hammer and bottle caps to flatten and make jingle sticks.
Make shakers of plastic bottles using beans, rice, corn, macaroni. "Oh, Do You Know the Muffin Man." Peanut Butter Song."	Play "Hot Potato." Waterplay with plastic foods.	Kitchen: apples, peanut butter, water to wash apples, plastic knives to spread peanut butter.	Little Brown Bears: 1 cup peanut butter, 1 T. honey, pow dered milk (2 T.) Roll balls for head, body.	Plastic foods & trucks for hauling.	Wash dishes and plastic food—use scrub brushes. Sand—twigs for planting a garden.
Xylophone and song charts. Tune: Did You Ever See a Lassie?" "Did You Ever Smell a Rose?"	Smell flowers, grass, leaves, and odors in the air.	Cosmetic Shop: perfume, powders, soap, shaving cream.	Model noses out of clay.	Add pieces of cedar, pine and hardwood.	Add scented bubble bath to water, use egg beaters.
Have stringed instruments. Make with boxes and rubber bands. "Eensy, Weensy Spider." Children select favorites to sing.	Crayons & paper to make rubbings of trees, fence, leaves, wood.	Fabric/Clothing Shop: Variety of materials & trims, cash register.	Fingerpaint mixed with salt.	Blocks of different textures—wood, plastic, Lincoln logs, cardboard, interlocking.	Dampen sand—molds, cups, plastic bowls.

Lesson _____

Teacher _____

Theme _____ Week of _____

	GROUP TIME	LIBRARY	STORYTIME FINGER–PLAYS (FP)	TABLE GAMES	DISCOVERY
Monday Theme: SIGHT					
Tuesday Theme: HEARING					
Wednesday Theme: TASTE					
Thursday Theme: SMELL					
Friday Theme: TOUCH					

51

MUSIC	OUTDOOR LEARNING	DRAMATIC LEARNING	ART	BLOCKS	SAND/ WATER WOOD– WORKING